ACTIVITIES, PROJECTS, UNITS OF WORK CATALOGED FOR 1932-1939

BY
JUNIUS L. MERIAM

UNIVERSITY OF CALIFORNIA IN EDUCATION
Volume 10

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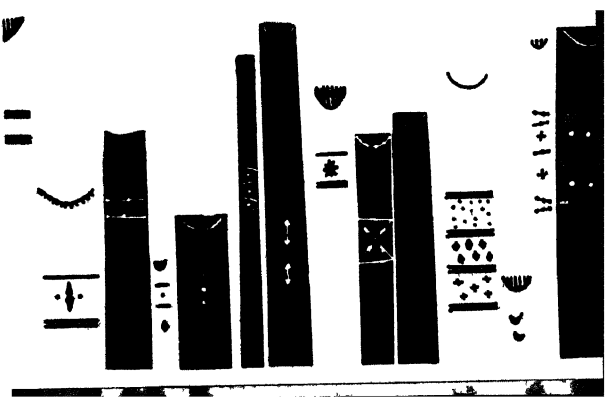
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PREFACE

One of the Lincoln School Research Studies published in 1932 is "Catalog, Units of Work, Activities, Projects, etc., to 1932," under the joint authorship of Alice E. Carey, Paul R. Hanna, and J. L. Meriam. That catalog covers the seven-year period from January 1, 1925, to December 31, 1931. This present volume continues the catalog from January 1, 1932, to December 31, 1939. Thus the two volumes cover a period of fifteen years of curriculum changes.

Since January 1, 1932, I have assembled courses of study throughout this country. I have been somewhat discriminating in my selection. When announcement of a course of study in City X indicates that the contents are essentially the traditional school subjects under a modified organization, I strike that from my list of courses wanted. In spite of my efforts, such material does filter into my collection, only to be disregarded as soon as discovered. I have taken my data only from those courses of study in which there appears a declaration or a clear implication that 'activities,' 'projects,' 'units of work' are definitely intended in the given school curriculum.

But teachers, school officials, and students of education are not in agreement as to what constitutes 'activities,' 'projects,' 'units of work.' In the section on interpretation of these, I take the liberty of tentatively characterizing and defining the ideas underlying the terms, and on this basis I "separate the sheep from the goats," indicating in the detailed catalog three groups of these 'activities'--those approved, those rejected, and also those which are questionable or adjustable.

No claim is made that this catalog encompasses a full range of schools using 'activities' in their courses of study. It is believed that a sufficient sampling has been made to represent adequately the curriculum in the past decade. The range of source materials used shows that there are represented 28 states, 14 counties, 77 cities, 2 universities, 65 book publications, and 103 special teachers.

My study of the 8833 'activities' listed in this volume, in addition to the 6149 listed in the previous volume, leads me to the belief that <u>most</u> of these units are used by teachers as devices--motivation schemes--to provide a more effective teaching-learning process in the traditional school subjects. It is hoped that the curriculum materials herein cataloged will lead students to direct their critical studies into the issues of our school curriculum. I am of the conviction that such investigations will cause school teachers and educational leaders to realize the

significance of activities in home and community life as worthy content of the curriculum rather than as motivation for the Three R's.

J. L. M.

Los Angeles
March 15, 1942

ACKNOWLEDGMENTS

I wish to acknowledge much help from approximately fourteen hundred students in my curriculum courses in the past ten years. After students have worked in a curriculum course long enough to comprehend the issues involved, laboratory work is provided them. All laboratory work--a portion of which has contributed to this volume--is conducted in small groups of students, not to exceed ten, always under my own immediate supervision. While profiting by this laboratory experience as one method of curriculum study, these fourteen hundred students have contributed much to the assembling of the details in this collection of 'activities,' 'projects,' 'units of work.'

I wish to acknowledge receipt of many suggestions from Eloise Rue, of the Evanston Public Library, Evanston, Illinois. Through correspondence and her two volumes, "Subject Index to Readers" (1938) and "Subject Index to Books for Intermediate Grades" (1940), I have been helped in the grouping and naming of the 'activities,' 'projects,' 'units of work' herein listed.

To Virginia M. Bates, earlier as my graduate student, later as a trained librarian, I am greatly indebted for helpful advice as to the format in this volume, the terms used, the classifications, the subject headings and the unit titles.

Virginia Booher, a graduate student in English, checked every one of the 8833 titles, the 759 headings, and the 575 sources listed. For her patience and her accuracy in this work I am much indebted.

J. L. M.

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INTERPRETATION OF ACTIVITIES, PROJECTS, UNITS OF WORK

Teachers, school officials, and the general public are well acquainted with the traditional school subjects; reading, writing, arithmetic, geography, history, etc. But within the past twenty-five years other studies have filtered into our schoolrooms. These additions--only a few of them are actually substitutions--are as yet too new to have acquired generally accepted names. Some of these names are: activities, projects, social studies, themes, units of teaching, units of work; and many variations of these titles. There is no educational authority equal to assigning names to these newcomers. Names represent ideas and these curriculum ideas are as yet too little developed to have impressed alike all those who are concerned.

These recent innovations are causing a very considerable disturbance throughout our school public, more conspicuously so in the elementary schools, less but noticeably so in the secondary schools. Inasmuch as this extensive school movement has not been planned by educational leaders, but is a result of our American way of life--freedom to think and act,--school programs are in the making. Yet this school freedom cannot be allowed to continue long in safety without being subjected to critical study. The data assembled in this catalog supplies an abundance of material the study of which should contribute much to clarify the confusion and to lead, later, to a more effective policy in the construction of our school curriculum. This volume is presented for the purpose of helping school officials and particularly students of curriculum construction. These details are the objective data which enable us to deal with facts about our school work in place of glittering generalities based upon subjective judgments.

In an earlier volume* 6149 items are assembled. This second volume includes 8833 items. These items are tentatively named "unit titles," such as:

Air and its uses
Bread and the bakery
Communication by telephone

These are individual teaching units so named in courses of study assembled from all parts of our country. A tentative classification of these unit titles results in 283 divisions in the earlier

*Catalog, Units of Work, Activities, Projects, etc. to 1932 by Carey, Hanna, Meriam. Published by Bureau of Publications, Teachers College, Columbia University, 1932.

volume and 759 in this volume. These divisions are tentatively named "subject headings," such as:

Air
Bakery
Communication

Toward the close of this chapter is suggested a more basic and comprehensive organization for these thousands of teaching units.

Before looking at the contents of this catalog, it is in order to present, in brief, an overview of the educational situation prompting this recent interruption of our traditional school curriculum. "Believe it or not"--this new movement is frequently referred to as "progressive Education."

The Progressive Education Association, founded in 1919, is committed to reaching children through their interests and their normal activities. But this Progressive Education Association has no patent on progressing education. Socrates played his part in this movement, with the so-called "Socratic Method"; likewise Rousseau, by his emphasis upon "Back to Nature"; so also thousands of teachers, school officials, and students of education for a thousand years and more. However, a movement more directly affecting schools in the past twenty-five years is discernible.

Monroe's "Cyclopedia of Education," published in 1913, does not refer to "progressive education" (though it could not avoid a philosophical statement on "Progress," signed by "J.D."). Monroe's work does not countenance projects, activities, units of work--terms now so prominent in our school vocabulary. The idea 'project,' in this sense, first appeared in 1914 in a book by G. W. Hunter, with the title, "Biology Presented in Problems." A year later, John F. Woodhull published an article on "Science Teaching by Projects." In the next two years the term appeared several times. Then, in 1918, Kilpatrick fanned the flame into a great conflagration. In 1921 the Journal of Educational Method, under the editorship of James F. Hosic, supplied an abundance of combustion material for the next ten years. The Project Method was popularized.

But about 1930-2-4 the use of this term waned. New terms came to the fore: activities, social studies, units of work, etc.; but the basic idea in the earlier term, project, was further developed. A clear understanding of this basic idea is imperative as a first step in an adequate interpretation and evaluation of the contents of this volume of curriculum materials.

What is this basic idea? For generations, and indeed throughout the centuries, pupils in school have been taught how to read, to write, to "do arithmetic." Throughout this time, by reason of a combination of seeming difficulties in these subjects and a

lack of interest in these subjects on the part of pupils, teachers have resorted to a great variety of devices to effect a favorable relationship between subjects and learners. These procedures are commonly called "methods of teaching." The traditional school subjects carry over from generation to generation with very little change. On the contrary, civilization advances with many changes. In recent years our children find themselves in the midst of a very complex and challenging environment. Children respond more actively than in earlier years when life was more simple. In other words, life becomes more appealing and children have wider and stronger interests in the activities of normal life.

Here is capital for the teacher and for the student of methods of teaching. A rival to the extrinsic devices of earlier times now appears in the form of the normal activities of children--whenever a relationship can be readily established between the uninteresting subjects to be learned and the activities of life so strongly appealing to children. "The project is a purposeful act" (Kilpatrick). This purposeful act used by the teacher to motivate the study of the conventional subjects becomes the project method. And this project method is exceptionally effective--indeed the most effective method yet devised, or perhaps ever to be devised. But objections to the use of the project method are sufficiently serious to overbalance its effectiveness. However, evaluation is irrelevant here and therefore is disregarded. During the past decade the term project has been largely exchanged for substitutes in the vocabulary of activities, units of work, social studies, etc. The same basic idea continues: activities are now used to motivate the study of the traditional school subjects. The former project method continues as an activity method.

The foregoing statement is not the whole of the story of this recent movement variously known as progressive education, or the activity school, or the child-centered school, etc. This school movement has become seriously involved. Dewey's declaration that the approved modern school is not a preparation for life, it is life; the increasing demand of the public that the work of our schools be made more practical; the insistence of psychologists that learning is an active process; and various other allied claims--all do play a role in this rather recent movement. However, the study of a thousand courses of study during the past fifteen years--and more--is convincing that the basic idea briefly stated above is not only prominent; it is dominant: namely, activities are used as motivation schemes in teaching the Three R's.

Obviously, great divergence is to be found as to what con-

stitutes an activity, a project, a unit of work. Instead of attempting to clarify by definition, observe some of the data in this catalog.

Caesar wrote: "Gallia est omnis divisa in partes tres." At the risk of exposing some gall of bitterness in the disagreements as to this new idea, divide the 8833 unit topics in this catalog into three parts. This differentiation itself will be somewhat definitive.

From one part note the following topics:

> Africa, Alaska, Amazon, America, Arabia, Arithmetic, Arizona, Asia, United States History, Virginia, West Indies, Wisconsin, Writing, Wyoming.

These are names of subjects as they appear in courses of study. Obviously, the content of these studies is geography, history, arithmetic, writing. Extend this list, and every one of the traditional school subjects is included. The objective is clearly the same as that in the traditional school.

Similarly, select from a second part:

> Air, Airplane, Animals, Aquarium, Automobiles, Bakery, Banks, Birds, Wheat, Wild Flowers, Wind, Winter, Wood, Workers, Yeast, Zoo.

These, too, are names of subjects in recent courses of study. The content of these subjects is clearly the activities of people, the materials with which they act, and/or the environments in which they act.

The third part is of subjects lying indefinitely between parts one and two. For example:

> Beauty, Character, Cold Countries, Culture, Buttons, Discovery, Modeling, Resources.

These are so petty, or so grandiose, or so indefinite as to be readily ruled out--at least for an immediate attempt to define.

The clear distinction between the first two parts indicates a basic concept of these activities in relation to the traditional school of the Three R's. Most of the serious conflict between the adherents of the traditional school and the devotees of the 'activity' school is due to an utter failure to comprehend this basic concept. It is not so difficult--yet by no means simple. Most people--even school officials--are indifferent; hence, a little further study at this point.

Consider the first group of subjects listed above. In the study of Africa the pupils construct a grass house, imitating certain of the African tribes. In arithmetic the pupils play a game of dominoes, making scores by adding the adjacent spots. In

the study of Wyoming the pupils dramatize range life of the early settlers. Making the grass house, playing dominoes, dramatizing range life, are activities strictly extrinsic to the real objective--learnings about Africa, addition, Wyoming.

In striking contrast, in the second group of subjects pupils study the airplane industry and automobiles; they inspect the work of the bakery and the bank; they observe the play of the wind and the animals in the zoo. These studies and observations are also activities, but they are strictly intrinsic in relation to these subjects.

In the one group, pupils' activities are extrinsic; in the other, they are intrinsic. This distinction is obvious to the critical observer. However, school teachers almost universally use both groups of these activities as motivation schemes to promote the learning of the Three R's of the traditional school.

Before attempting to formulate the basic idea of these subjects called activities, consider excerpts taken from a publication of a well-recognized State Teachers College, safely accepted as representative.

The unit activity is dairying, a subject for the fourth grade. The outline, after two introductory sections, presents Section III, labeled: "Possible Activities." Some of these are:

> Take excursions to a dairy, a creamery, an ice cream factory;
> Construct a model dairy as a floor project;
> Make and eat milk foods as butter, custard, ice cream, cream soup;
> Make a milk cook book;
> Make puppet shows to illustrate certain phases of dairying;
> Write plays and dramatize aspects of the dairy industry.

Section IV gives information about dairying, historical and geographical, including foreign countries. Section V is labeled "Possible Culminations of the Activity," including:

> Planning a party for mothers, including a lunch of milk foods and presenting mothers with a milk recipe book,
>
> Planning an exhibit of notebooks, charts, and friezes made in this dairy unit.

Section VI outlines "Subject Matter" involved, which specifically includes (1) reading, (2) language, (3) arithmetic, (4) social studies, (5) general science, (6) industrial and fine arts, (7) music [this includes dances and songs of countries studied; pupils' original dances and songs; study of musical instruments used in countries studied].

Thus by way of summary: making a grass house in the study

of Africa and all other such activities as instruments in teaching are mere schoolroom devices; making a puppet show to illustrate phases of dairying and all other such extrinsic activities are irrelevant to the subject studied. However, the study of houses--made of lumber, or brick, or grass, or any other material--as the shelter and home of people; the dairy as an important industry; manufacturing as a means of preparing raw material for use; and many more such, are aspects of normal human life calling for study in school. All such may properly be called activities, or units of work in the school curriculum.

Beyond this selection of such unit activities as the major issue in this new school program, this catalog of 8833 so-called 'activities' exposes minor but serious issues. Grade placement is one of them.

In the traditional school, Africa is seldom, if ever, studied below the fifth grade. That country is too foreign for children less than ten years old. But this catalog reveals pupils in the third grade--only eight years old--studying (?) Africa; at least they make grass houses, said to be in imitation of those of African tribes.

Similarly, the airplane is studied (?) by pupils in kindergarten, first, second, and third grades as frequently as by pupils in the upper grades. It may readily be recognized that this modern instrument brings a thrill to such little children; but surely this instrument for travel and for deadly war combat is far too complicated as a school subject for children six to nine years old.

This catalog reveals that the post office as a school topic is found in the first and second grades six times as frequently as in all the other grades. Six- and seven-year-old children do thrill over licking postage stamps and opening envelopes--especially at Christmas and Valentine seasons. But sane judgment declines such activity as a real study of our postal service.

Primitive life (this is ancient history or anthropology) appears twice as frequently in the first three grades as in the four upper grades. Teachers kid themselves in their fake 'study' of cavemen by having their six- to eight-year-old pupils dig little holes in the wet sand, or of the mound builders by making crude sod houses in the school yard. This catalog reveals a dangerous situation--dangerous in that the schools are making light of a serious matter. The schools are stooping to tickling the children in playful activities rather than acquainting them with the realities of life. To use the caustic criticism of Professor Bagley: "We are playing at the work of education."

This catalog reveals a further abuse--at least a danger--in "playing" children into studies quite inappropriate, irrespective

of grade placement. Note a few of these subject headings:

Agriculture, as a science
Architecture, as an art
Art, in its finer ramifications
Beauty, in the abstract
Character, as a virtue
Civilization, as human advancement

Pupils' study of such topics, even through uniquely designed activities, can be only superficial, at best.

One cannot fail to be impressed with the prevailing evidence that nearly all of these 8833 activity units are designed as motivation schemes to lead pupils to better response to the conventional school subjects.

On the other hand, there is one positively encouraging aspect. On the basis of the distinction made above between activities that are extrinsic and those that are intrinsic, in relation to the topics studied, there has been in the past ten years a marked increase in the ratio of the intrinsic to the extrinsic. This means that since 1932 there has been a distinct tendency to outline curriculum work in terms of the life activities of people rather than in the service of the traditional school subjects. Topics such as airplane, automobile, bakeries, banking, boats, farming, manufacturing, as the industries of people, are increasing as curriculum subjects; while geography, history, arithmetic, grammar, etc., as mere generalizations, are losing their prestige in the curriculum. This need not mean that youth acquire less geographical and historical information, less arithmetical and linguistic skills. Indeed, quite the reverse, for such informations and skills are the more effectively acquired when they function in the study of the activities of people. A few statistical investigations definitely support this conclusion.

But let us return to the data in this catalog. This list of 759 subject headings and 8833 unit titles is largely directed to information relating to the physical environments of people and the industrial activities of adults. Three other phases of human life are proportionately neglected: (1) The play life of children. Adults have erroneously assumed that children will play well enough without instruction. If this is a phase of the normal life of children--and such is the case--then the schools should provide guidance and instruction that children may play better. (2) The leisure life of people. Leisure is not idleness. It is, rather, the avocational, cultural phase of life, and this is experienced largely in the enjoyment of literature, music, and pictures. Our schools do include these in the curriculum, but proportionately far less than prevails in normal human life.

(3) Handwork. The use of hands with suitable tools and materials is positively normal for children. Schools should be alive to their responsibility for great extension and improvement of this phase of child life. This handwork, well conducted, calls for intellectual work commensurate with that in the best of our schools.

Let this brief interpretation be closed by indicating three of the major problems needing the best of efforts.

1) This list of 759 subject headings should be very considerably reduced. These new activity courses contain much that is trivial; much that is incidental to more important projects; much that is not suitable for children; and much that serves only as sugar coating for the disciplines of the traditional school.

2) This alphabetical list of subjects--countenanced in the school as activities--is in need of being carefully organized. The extremely chaotic situation now prevailing with reference to these hundreds of activities--a great undirected medley intended to vitalize our schools--will prove destructive unless brought into some functioning system soon.

3) The content of the 8833 activities listed in this catalog needs careful reconstruction. Much of this content has been provided by good teachers who are not good curriculum makers. Many well-intending teachers "pass the buck" to their pupils, on the principle of democracy carried to a ridiculous extreme.

These three major problems and numerous minor ones are not to be adequately studied and successfully solved by local autonomy. The 575 school sources of the material for this catalog seem to glory in being independent of other school systems. There is evidence of individual complacency in the hundreds--even thousands --of school systems. Each state, each city, even an individual school, works out its own curriculum with little, if any, study of the achievements of others.

Work in a curriculum laboratory during the past eighteen years reveals the great need for curriculum improvement by way of extensive cooperation among our many school systems. Educational administrators should select the ablest leaders at large for curriculum improvement, and profit much by studying the achievements of other schools, and so far as possible by the assistance of curriculum specialists.

The author of this volume believes that this catalog provides much objective data needed by those who are committed to work for curriculum improvement. Yet more objective data are needed. Then devote much more serious professional study of these new subjects called activities, projects, units of work, in relation to the traditional subjects--or better, as material that functions directly in the improvement of child life.

DIRECTIONS FOR READING THIS CATALOG

The 759 subject headings, beginning with "Accidents," are group names of the 8833 'activities,' 'projects,' 'units of work' listed in this volume.

To avoid classifying only one or two items under a subject heading, the author arbitrarily decided that in cases of fewer than three, such items would be classified under a closely related heading. In using this catalog look for material in two or more places, as indicated by the cross references.

The 8833 "activities" are viewed by the author as of three classes, as characterized and defined in the foregoing section.

1. 'Activities' approved as such by this author are marked by a star (*).
2. 'Activities' so-called in courses of study, but judged as essentially subjects of the traditional school, are marked by a dagger (†).
3. 'Activities' which are indefinite or questionable, or which by some alteration might be placed in either of the first two classes, are indicated by a question mark (?).

The column of figures at the left indicates the grades in which these activities are found; "gni" means grade not indicated.

The wording of the 8833 unit titles is taken verbatim from the sources, but capitalization has been edited.

At the right of the titles the numbers in the first column refer to the sources:

Numbers 100-526	Courses of Study	Page 231
Numbers 600-644	Books and Pamphlets	Page 261
Numbers 700-802	Teachers' Lesson Unit Series	Page 270

Page references are in the last column at the right; "pni" means paging not indicated.

INTERPRETATION OF ACTIVITIES, PROJECTS, UNITS OF WORK

CATALOGED FOR 1932–1939

(See opposite page for directions for reading this catalog)

ACCIDENTS: see Safety

ADMISSION DAY: see Holidays

ADVENTURE: see Frontier, Pioneer life

ADVERTISING: see Art, Business, Posters

AERONAUTICS: see Airplane

AFGHANISTAN: see Asia

AFRICA: † see also Animals, Arabia, Congo, Desert, Egypt, Insects, Jungle, Negro, Nile, Sahara

3	Africa	182	64 122-123
3	The African grass house	305	109
4	Africa	339	57
4	Lands of the black people of Africa	157	39-40
4	Mr. and Mrs. Martin Johnson in Africa	284	pni
4-5	Life in hot, wet countries Africa - Congo Basin South America - Amazon Basin	523	63-65
4-7	Africa	426	192-196
4-7	European influences in Latin America and in Africa	426	34-36 57-59 184-199 271-274
5	Africa	190	188-193
5	Africa	391	332
5	A general overview of Africa	336	164-168
5	Native life in Africa	603	66
5	A trip to Africa	433	32-36
5	A trip to Africa	437	31-36
5-6	Africa	509	65-67
6	Africa	618	132
6	Africa, a continent of colonies	619	28
6	Africa as a continent	396	23
6	Africa as a continent	399	4 19-20
6	Africa as a whole	413	131-134
6	Africa - Egypt, Ethiopia, Liberia	197	153-158
6	Central Africa	132	567-572
6	Central Africa	171	161-164
6	Countries of Northern Africa	619	28
6	How the people of Africa adapt their ways of living and make use of their resources	171	156-168
6	How the people of Africa are influenced by geographic factors	171	151-155
6	The independent countries in Africa	396	23
6	The independent countries in Africa	399	4 20

AFRICA: continued			
6	Independent countries of Africa and southeast Asia	114	58
6	North Africa	132	559-566
6	Northern Africa	346	156-160
6	Reasons for Europeans' interest in Africa	512	K3-K6
6	South Africa	132	573-582
6	South Africa, white man's Africa and Africa between the deserts	619	28
6	Southern Africa	171	165
6-8	Africa - A continent of European colonies	524	209-215
7	Africa	277	84-100
7	Africa	488	707-712
7	The continent of Africa	391	354-355
7	Exploring Darkest Africa	389	45-47
7	Independent countries of Africa	391	356
7	Possessions of European countries in Africa	391	355
8	Living in Africa and Asia since earliest times	442	39-40
AGRICULTURE: ? See also Animals, Cereals, Cotton, Dairy, Farm, Fruit, Garden, Grains, Insects, Irrigation, Milk, Plants, Soil, Vegetables, Wheat			
4-7	Agriculture in the United States	426	112-116
5	An agricultural region (North Central States)	158	55-58
5	Fertility, vegetation, and insect pests	640	252
5	How do the industries of agriculture and cattle raising in the Americas help to meet the food and clothing needs of the world	110	62-65
5	How do the industries of agriculture and cattle raising in the Americas help to meet the food and clothing needs of the world	111	67-72
5	Life of the farmer in agricultural regions	387	21-24
5	The new agriculture (Southern States)	158	26-27
6	Development of Agriculture	262	302-307
6	Opening new agricultural areas through the development of irrigation	106	1-43
6	Opening up new agricultural areas through irrigation, drainage, and the study of soils or land use	488	1047-1052
6	The story of agriculture	242	169-185
6-8	Course of study in agriculture	526	9-137
7	Agriculture and its allied industries (by-products)	396	24
7	Agriculture of the United States and its relation to that of the world	277	110-133
7	Development of agriculture	254	34-37
7	Irrigation and power development in Arizona	114	75
7-8	Agriculture and fishing	419	1-22
8	Birds and agriculture	332	237-238
8	The story of agriculture	243	31
8	Obtaining and distributing water	276	115-116 120-121
gni	Agriculture and industry	616	118-182

AIR: * See also Airplane, Health, Science, Transportation, Wind			
K-1	Air	640	251
1	Air	340	47
1	Air and weather	440	24-28
1	Air is everywhere	332	124
1	Air is everywhere	488	1221-1222
1	Air surrounds us at all times	240	63-65
1	Fresh air and sunshine	198	23
1-3	The air	447	20-21
1-3	The air about us	621	100
1-4	Air and water	382	1-6
1-4	The earth's atmosphere	382	34-36
1-6	Air (Autumn, Winter, Spring)	117	170-171
1-6	Ventilating	610	240-243
2	The effect of air and weather upon our activities	225	40-44
2	The effect of air and weather upon our activities	332	134
2	Fresh air and sunshine	198	31-32
3	Fresh air and sunshine	198	43
3	The importance of air	226	99-104
4	Air	441	10-12
4	The air	447	50
4	The part air and water play in life	332	167-168
5	The air	447	84-85
5	Air pressure is useful in many ways	241	62-66
5	Fresh air and sunshine	198	62
5	Oxygen and fire	228	83-87
5-6	Air	383	6-11
6	The air	447	114-116
6	Air as a factor in the environment of living things	229	95-100
6	Air, heat, and ventilation	640	252
6	Air, water, soil, and food are made up of combinations of elements that enter into chemical changes	229	116-120
6	Atmospheric pressure	332	198-199
6	Bonds of air	740	16-37
6	Ventilation	332	201
7	Air	176	174
7	Air and water	606	160
7-8	The air around us and its uses to man	255	9-12
8	Air and weather	406	44-45
8	A study of air and its uses	488	1322-1328
AIRMAIL SERVICE: see Airplane, Post Office			
AIRPLANE: * see also Post Office, Transportation, Travel			
K	Airplane	515	102
K	How airplanes carry people and mail	481	90-99
K	An interest in airplanes	632	98-106
K	Our airplane	624	166-169
1	Air meet	783	21-26
1	Aircraft	632	173-182
1	The airplane	332	868-869
1	An airplane interest	632	88-97

AIRPLANE: continued			
1	Airplane unit	440	28-34
1	Airplanes	230	pni
1-6	Transportation - steamer - airplane	167	44
1-6	Holding glider and airplane races	609	299-302
2	The airplane	417	57-61
2	Airplanes	104	15
3	Aviation	778	1-11
3	Transportation - airplanes	305	54-57
4	Travel by airplane	606	161
4	Travel by airplane: seeing the polar regions	152	72-79
4	Type unit on flying	518	349-351
4	Wheels and wings	195	47-48
4-6	Airport	605	354-355
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ARCHITECTURE: see Builders and Buildings, Church, Heat, Houses, Shelter

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ARITHMETIC: † see also Banks and Banking, Budget, Business, Commerce, Economics, Graphs, Measurement, Money, Records, Science, Thrift, Time

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gni	Prehistoric life	620	33
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1-3	The primitive people of Wisconsin	403	1-3
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3	Early man	178	pni
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5	Record keeping and bookmaking through the ages	791	29-40
5	The study of printed records	624	146-152
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6	History of records	149	1-90
6	How man has made records	625	61
6	How man has told and recorded time	625	61
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6	The story of records	770	1-22
6	A study of records growing out of the publication of a school newspaper	641	60
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1	Going on a picnic	330	376-377
1	How the members of a family group help one another in work and pleasure	100	2-16 25
1	A partial description of a second unit on recreation	185	70-72
1	Recreating and playing	458	7
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1-3	Summer recreation in the city	400	55-56
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2	How does our community provide for recreation	514	81-82
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3	Festivals, legends, recreations (Japan)	141	57-68
3	How does the physical environment influence types of recreation	514	109-112
3	Personal amusements of the Mexican people	142	156-169
3	Re-creating and playing	456	35
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3	The recreational facilities of Sacramento	431	14-18
3	Recreational facilities of Sacramento	435	14-19
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3	Worth while activities for the summer vacation	339	48
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4	How is recreation influenced by frontier living	514	147-150
4	Reading for pleasure	506	48
4	Recreating and playing	456	41
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6	Recreating and playing	463	12-13
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6	Recreation in the home, or, Recreation during leisure	121	88-91
6	What shall we do with leisure	518	674-677
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7-8	Entertainment of young children	488	1478-1480
8	America goes pleasure seeking	332	593
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7	The Renaissance	489	33-36
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1-6	Setting up terrariums	609	218-220
1-7	Building and caving for a terrarium	514	446-447
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1	Developing and conserving human resources	458	2
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1-6	Utilizing education as a means of acquiring and transmitting the social heritage and as an agency for conserving and improving human and material resources	238	64-69
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5	Developing and conserving personal resources	456	43
5	What needs of American life are met through the natural resources	111	74-80
5-6	Conservation of natural resources	383	37-44
6	Conserving human resources	463	1-3
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6	Developing and conserving personal resources	456	49
6	How people of the world have learned to develop their energy resources and make machinery work for them	219	97-108
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6	How we use our country's resources and equipment to supply our people's need for recreation	434	60-65
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5	The American Revolution	177	pni
5	The American Revolution	603	70
5	Colonies demand independence - American Revolution	262	233-243
5	The English colonies of America demand political democracy - the American Revolution	488	1025-1029
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5	The gaining of independence and establishment of a new nation	488	562-564
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1	Copying favorite rhymes and poems	207	111
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1	Interpreting rhythms suggested by music	207	122
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4	Life between and on either side of the Tigris and Euphrates rivers	384	30-35
4	River valleys of temperate regions have fostered the growth of civilization	266	15-27
4	Through the lowlands of the Rhine	152	67-69
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5	Great rivers and valleys of North America	282	25
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1-6	Making a collection of stones which tell a story of the past	609	228-232
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2	Rocks, soil, and fossils tell the age of the earth	240	76-83
4	Formation of rocks and mountains	227	61-65
4	Rocks	441	20-24
5	Rocks	605	102
5	Rocks help make soil	332	186-187
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6	What stories do rocks tell us	188	10-29

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4	The Romans	641	60
4-7	Roman civilization	426	169-173
5	Modern Italy and ancient Rome	603	70
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5	The story of ancient and modern life in the great Roman Empire	336	108-112
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6	Greek and Roman life	620	199-205
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6	How the Romans influenced modern trends	104	22
6	Roman architecture	446	159
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6	Roman life	446	159-160
6	Roman play	446	159
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6	The Romans	322	130-145
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7	Ancient Rome	489	19-22
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gni	Rubber construction	273	113-118

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6	Russia, Poland, Finland, and the three Baltic republics	132	914-959
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6	Russia, the land of travail	606	162
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1-3	Plants and seasonal change	621	100
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1	The community workers	173	68-86
1	Workers on the farm	134	12-23
1-3	The ways people in early Oshkosh earned a living	403	32-35
1-6	Earning an adequate living	238	44-47
2	Producing, distributing, and consuming goods and services	456	28
2	Workers in our own community orchard, truck garden, cannery, pottery, food factory, department store, book store, nursery, hatchery, theater	444	14
2	Workers who help us play	505	269-272
2	Workers who protect us	505	256-260
2-3	Our work today	523	45-48
2-3	People who contribute to supplies	486	5
3	Producing, distributing, and consuming goods and services	456	34
3	Workers	305	26-32
3	Workers who serve the public	129	3
4	How people live and work in Muncie and Delaware county	336	30-34

WORK AND WORKERS: continued			
4	Producing, distributing, and consuming goods and services	456	39
4	The varied kinds of work people do	386	20-22
4	The workshop of our nation	381	40
5	How are the needs of man supplied by the work and workers of the world	491	160-178
5	How people make a living in Columbia and Missouri	179	113-121
5	Life in the grazing sections: workers on the range	387	19-21
5	Our country's workers	283	pni
5	Producing, distributing, and consuming goods and services	456	44
6	Producing, distributing, and consuming goods and services	456	51
6	Producing, distributing, and consuming goods and services	463	6-7
7	Producing, distributing, and consuming goods and services	456	57
7	The American people and their work	301	27-31
7	Work of the world	488	729-737
7-8	Making a living	208	82-84
8	Producing, distributing, and consuming goods and services	456	65-66
8	The work of the American people	503	63-72
8	Public service and reform, 1789-1932	391	392-393
8	Public welfare	254	67-72
gni	How to earn a living	210	222-245
WORLD: ? see also Earth, Exploration, Travel, Universe			
K-3	The world in which we live	425	37-41 50-51 74-86 113-116
1	Our living world	792	33-45
1-6	An acquaintance with some of our world neighbors	491	66-72
3	Around the world with the children	380	35
3	How the rest of the world helps furnish our needs	216	134-278
3	Our physical world	794	31-39
3	A trip around the world	380	35
4	Around the world	200	141-151
4	Finding the New World	202	pni
4	How is the New World divided	202	pni
4	A journey around the world	488	660-662
4	Learning about the world through the study of globes and maps	432	2-5
4	Learning about the world through the study of globes and maps	436	50-53
4	Our world and the sun (getting ready for a big adventure)	396	21
4	Our world as a whole	191	11-21
4	Round and round the world	731	1-15
4	The samples and the world	157	56

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4	A trip around the world	197	119-121
4	World folks	467	54-57
4-6	World relations	391	306
4-7	World relationships through our neighbors in the east and in the west	426	39-41 62-65 225-242 277-278
5	Natural scenic wonders of the world	332	174-176
5	Peopling the New World	152	88-92
5	The western countries	132	388-405
5	World powers	258	65-93
5	The world today - the gift of the past	193	63-73
5-6	A trip around the world	284	pni
6	Many bonds tend to make the world one	268	89-91
6	Other worlds	166	pni
6	Our ever changing physical world	282	30
6	Progressive people of the ancient world	322	113-120
6	The world before written records	396	23
6	The world of long ago	391	340
6-7	Old World backgrounds	284	pni
7	The interdependence of the modern world	152	185-186
7	Our Old World backgrounds	467	70-73
7	Population centers of the world	488	728-729
7	The world before the discovery of America	279	7B1-7B8a
7	World interdependence	396	24
7	A world point of view	114	63-64
7	World relationships	277	208-219
7	World trade	488	737-740
7-8	The surface of the world	255	54-60
8	The heritage of the modern world	254	89-94
8	How the nations of the world are attempting to solve international problems	335	52-53
8	World development	254	109-113
WORLD WAR: see Wars			
WRITING: † see also English, Records			
1	Copying name from model	207	110
1	Handwriting	133	40-54
1	Period of beginning writing	224	47-48
1	Period of writing at the seats using large pencils and writing large	224	48-49
1	Writing in the first grade	495	98
1	Writing numbers on the blackboard for pleasure	207	84-85
1-6	Writing	610	255-257
1-7	Expressing one's thoughts clearly, forcibly, and correctly in all forms of written discourse	514	386-399
2	Period of writing on paper at the desks using large pencils and writing smaller	224	49-50
2	Writing in the second grade	495	98
3	Period of writing for the first time with ink	224	51-57
4	Period of the beginning of refinement of technique, legibility, and rate of handwriting	224	57-62

WRITING: continued

4-6	Writing in the fourth, fifth, and sixth grades	495	99
5	How did writing develop	603	66
5	Is the lead pencil an important writing instrument	166	pni
5	The story of writing	179	84-92
5-7	Period of further refinement of technique, legibility, and rate of writing	224	66-77
6	Development of writing and book making	446	164
6	Writing and printing	447	125-126
6-7	Language - writing	237	100-101
7-8	Materials and methods of writing	208	97-100
7-8	Writing in the seventh and eighth grades	495	99-100

WYOMING: † see also States

2-3	Other homes and communities in Wyoming	524	67-68
2-3	Wyoming - our state	523	49-50
4-5	Early trail days in Wyoming	524	117-120
4-5	Wyoming becomes a range country	524	124-125
6-8	Wyoming	525	89-101

YARN: see Cotton, Textiles, Wool

YEAST: see Bread

YOUTH: * see also Family, Home Life

7	Youth in Texas as other states of the Union is a responsible citizen in a democratic society	112	36-39
7	Youth's part in society as Texas moved forward	112	40-44
7	Youth's problems of citizenship in a democratic society of today are comparable with those of the Republic of Texas	112	32-35
8	Youth today is affected by the problems of the nation	112	71-75
8	Youth's opportunities for service and growth as well as responsibility in a wider citizenship were extended with the opening and developing of the West	112	76-81
8	Youth's place in the community	112	100-106
8	Youth's right to develop under the democratic ideals of today was guaranteed in the establishment and growth of the Constitution	112	66-70

ZOO: * see also Animals, Circus, Parks, Wild Animals

K-1	Animals - zoo	104	13
1	A zoo	308	9
1	Zoo	323	9-11
1	Zoo	380	19
1	The zoo and the circus	512	f29-f37
1-2	Study of the zoo	618	115-117
2	Our parks and our zoo	320	76-85
2	The park - zoo - or playground	174	28-34
2	Zoo	104	14
2	The zoo	417	35-38
3-4	A study of animals (circus and zoo)	619	147-238
4	Animals of circus and zoo	619	29
4-7	Making a zoo	486	56-57

ANNOTATED LIST OF SOURCES

Courses of Study - Numbered 100 to 526

Books - - - - - - Numbered 600 to 644

Teachers' Lesson
Unit Series - - Numbered 700 to 802

100 Aberdeen, South Dakota 1936
Course of Study in Social Studies - Primary Grades.
Activities on community life prepared by a committee of teachers.

101 Aberdeen, South Dakota 1939
Home Living - A Source Unit for Grade 1.*
A unit on family and community life.

102 Alabama, Georgia 1937
Procedures in Large Unit Teaching. Grades 1-12.
A curriculum bulletin prepared by a committee of teachers, supervisors, and professors of education on instructional procedures.

103 Alabama, Georgia 1938
A Guide to the Improvement of the Curriculum. Grades 1-8.
Illustrative units showing the relation of the fundamental skills to such a school program.

104 Albuquerque, New Mexico 1937
Teacher's Handbook for the Elementary Schools. Grades 1-6.
The educational philosophy of the "whole child" and ways of carrying out this philosophy through the use of appropriate units.

105 Albuquerque, New Mexico 1938
Experiences in Elementary Classrooms. Grades 1-6.
Improvement of teaching through the telling of actual experiences that were carried out successfully by a group of teachers.

106 Allegheny County, Maryland 1932
Opening New Agricultural Areas through the Development of Irrigation. Grade 6.
A geography and science unit on the importance of irrigation.

107 Allegheny County, Maryland 1933
Social Studies - Water Transportation - Boats. Grade 1.
A unit on boats.

108 Amarillo, Texas 1938
Primary Grades - A Tentative Course of Study for Grades 1-3.
A course of study, including suggestions of units for each grade, and their development.

*The 575 sources express the grades in various forms. These have been edited into one form in this bibliography.

109 Amarillo, Texas 1937
Elementary Science - A Tentative Course of Study for Grades 4-6.
A curriculum bulletin on appropriate units in science for elementary grades, including references and development.

110 Amarillo, Texas 1937
Language Arts - A Tentative Course of Study for Grades 4-6.
A curriculum bulletin on appropriate units in geography for each grade - worked out in detail with references.

111 Amarillo, Texas 1937
Social Studies - A Tentative Course of Study for Grades 4-6.
A group of units in social studies for each grade - with references included.

112 Amarillo, Texas 1938
Social Studies - A Tentative Course of Study for Grades 7-8.
A course of study including appropriate units, their development and useful references.

113 Ann Arbor, Michigan 1933
Helping Children Experience the Realities of the Social Order, Grades 7-9.
A bulletin on the construction of a functional curriculum, and the units that have been found to be challenging and appropriate to each grade.

114 Arizona 1934
Course of Study for Elementary Schools of Arizona - Bulletin Number Six - Social Studies, Grades 4-8.
A bulletin on the teaching of geography, history, and civics through a series of social studies units.

115 Arizona 1939
Course of Study for the Elementary Schools of Arizona - Bulletin Number Thirteen - Instruction of Bilingual Children. Grade not indicated.
Problems peculiar to bilingual children and a corrective school program - with appropriate units included.

116 Arkansas 1936
A Tentative Course of Study for Arkansas Schools - Elementary Section. Grades 1-6.
Suggestions for teachers; such as, organization of the modern school, materials for planning units of work, and "direct teaching" of the skills.

117 Arkansas 1937
Instructional Guidance and Suggested Materials for Smaller Schools - Elementary Curriculum Materials. Grades 1-6.
A unified program of the teaching of the skilled subjects and suggested units in history, geography, and science.

118 Arkansas 1938
Tentative Course of Study in Art for Arkansas Elementary Schools.
A group of units on art as they function in the entire social structure outlined for the primary and intermediate grades.

119 Atlanta, Georgia 1935
Social Studies in Grades 4-6.
A group of units for each of the grades indicated.

120 Atlanta, Georgia 1938
Living and Growing in the Home - School - Community. Grades K-3.
A collection of activities outlined in units for the kindergarten and primary grades as gathered from a survey of the Atlanta public schools.

121 Atlanta, Georgia 1938
Living and Growing in the Home - School - Community. Grades 4-6.
This group of units is outlined for studies in art, science, history, geography, and community life.

122 Atlanta, Georgia 1938
Social Studies for Grades 4-6.
Prepared by fourth, fifth, and sixth grade teachers this bulletin presents outlines of units on glass, light, brick, time, rubber, nuts, paper, soil, and leather.

123 Atlanta, Georgia 1938
Living and Growing in the Atlanta Public Schools - Curriculum Units - Community Life Series - Transportation and Communication. Grades K-2.
A group of eight community life activities on radio, communication, and travel.

124 Bakersfield, California 1936
Units in Health Education. Intermediate Grades.
A booklet instructing teachers how to assemble and present units on health education.

125 Bakersfield, California 1937
A Unit of Study - Home and School Life. Grade 1.
This unit is a detailed community-life activity. Helpful references are included.

126 Bakersfield, California 1937
A Unit of Study - Grass Lands, Deserts, Oases. Grade 6.
A geography unit.

127 Bakersfield, California 1937
A Unit of Study - Early Exploration Period. Grade 8.
An activity unit on the early Spanish explorations in the New World. English and social studies are integrated.

128 Bakersfield, California 1937
A Unit of Study - Westward Movement. Grade not indicated.
A brief outline of a sequence that can be used in teaching a unit on the westward movement.

129 Bakersfield, California 1939
Social Studies Sequence by Grades. Grades 1-8.
A list of selected social studies activities and an extensive bibliography for each grade.

130 Beloit, Wisconsin 1939
A Suggested Primary Social Studies Program. Grades 1-3.
A bulletin based upon an experiment to help teachers in selecting suitable units for the primary grades.

131 Berkeley, California 1932
Social Studies for Grades 3-4.
A 500-page printed volume giving details of many units for these two grades.

132 Berkeley, California 1932
Social Studies for Grades 5-6.
A volume of 961 printed pages, outlining a large number of activity units.

133 Berkeley, California 1933
Unified Curriculum, Lower First Grade.
A method of teaching the skills through the unit idea and based on children's interests.

134 Burbank, California 1935
Social Studies Units - The Farm. Grade 1.
A unit including objectives, overview, sequence, outcomes, and bibliography for both teacher and children.

135 Burbank, California 1935
Social Studies Units - The Home. Grade 1.
A unit with different types of learning experiences specified and with a very full bibliography.

136 Burbank, California 1935
Social Studies Units - Toys. Grade 1.
A unit with emphasis on construction - bibliography included.

137 Burbank, California 1935
Social Studies Units - Health and Safety. Grade 2.
A detailed unit with specific learning outcomes indicated. Bibliography included.

138 Burbank, California 1935
Social Studies Units - The Market. Grade 2.
A unit in detail outlined for teaching.

139 Burbank, California 1935
Social Studies Units - Post Office. Grade 2.
A unit in much detail.

140 Burbank, California 1935
Social Studies Units - Indian Life. Grade 3.
Two units on Indian Life - one covering the life of the Plain Indians, the other the life of the Pueblo Indians.

141 Burbank, California 1935
Social Studies Units - Japan. Grade 3.
A unit made attractive to children, stressing the geography of a nation interesting to young pupils.

142 Burbank, California 1935
Social Studies Units - Mexico. Grade 3.
A sequence prepared with much informational material included in the appendix.

143 Burbank, California 1935
Social Studies Units. Grade 3.
Outline of a unit on Switzerland - with learning outcomes and different types of learning experiences provided.

144 Burbank, California 1935
Social Studies Units - California Agriculture. Grade 4.
A unit on California agriculture - with bibliography.

145 Burbank, California 1935
Social Studies Units - Historic Landmarks of California. Grade 4.
A unit with emphasis on the history and geography of the state.

146 Burbank, California 1935
Social Studies Units - In Old California. Grade 4.
A comprehensive unit on early California life under the rule of Spain.

147 Burbank, California 1935
Social Studies Units - Colonial Life. Grade 5.
An outline of a unit sequence on life in the American colonies - with bibliography.

148 Burbank, California 1935
Social Studies Units - Westward Movements. Grade 5.
An outline of a unit on the westward movement.

149 Burbank, California 1935
Social Studies Units - Feudalism. Grade 6.
Outline and sequence of a historical unit on medieval European life.

150 Burbank, California 1935
Social Studies Units - A History of Records. Grade 6.
A unit on records, including separate outlines about books, printing, and paper.

151 Butte County, California 1939
Suggestions to Teachers in Guiding the Child's Experiences. Grade not indicated.
This booklet is planned to help teachers solve some of their teaching problems.

152 California 1932
Suggested Course of Study in the Social Studies for Elementary Schools. Grades 1-8.
Many units are briefly outlined, giving bibliographies for children and teachers.

153 California 1935
Community Life in the Harbor. Grades 1-3.
A report of 83 printed pages recording the treatment of this unit at the University Elementary School, University of California, Los Angeles.

154 California 1937
Current Curricular Trends in Elementary Education. Grade not indicated.
This is the Ninth Yearbook of the California School Principals' Association.

155 California 1938
A Study of the Pueblo Indians. Grade 3.
A printed report of 108 pages detailing the work done in the University Elementary School of the University of California at Los Angeles.

156 California 1938
How the Pioneers Moved Westward. Grade 5.
A detailed report of work done in the University Elementary School of the University of California at Los Angeles.

157 Canton, Ohio 1936
Social Science. Grades 3-4.
This booklet presents outlines of many geography units.

158 Canton, Ohio 1931
Social Science. Grade 5.
A list of unit outlines.

159 Cape May County, New Jersey 1937
Unit on Manufacturing. Grade not indicated.
A unit on the history of manufacturing.

160 Cape May County, New Jersey 1937
Unit on Trade. Grade not indicated.
A geographical and historical unit beginning with the Greeks and Romans to modern times.

161 Cape May County, New Jersey 1938
Social Studies Units. Grade 6.
An historical and geographical unit prepared around the shelter of mankind throughout the ages and in different parts of the world.

162 Cape May County, New Jersey 1938
Social Science Units. Grade 7.
Units on communication, transportation, trade, and manufacturing, showing the growing interdependence of men in the exchange of ideas and materials.

163 Cape May County, New Jersey 1938
Social Studies Units. Grade 7.
Unit on transportation emphasizing the effect of transportation on the life of mankind.

164 Cape May County, New Jersey 1938
Unit on Clothing. Grade not indicated.
A unit showing the historical development of clothing-materials and styles.

165 Cape May County, New Jersey 1938
Unit on Food. Grade not indicated.
This unit is an historical one; yet it covers the important aspects of community life as well.

166 Cheltenham, Pennsylvania 1938
A Practice Book in Socialized Arithmetic. Grade not indicated.
Lessons based on life-like situations and classified so that they may be used in teaching arithmetic.

167 Cheltenham, Pennsylvania 1938
Activity Experiences in the Elementary Schools of Cheltenham. Grades K-6.
Records of units carried on with outlines of unit and bibliography.

168 Chicago, Illinois 1932
A Course of Study in Science and Nature Study for Grades 4-6.

169 Chicago, Illinois 1933
A Course of Study in the Social Sciences. Grade 4.

170 Chicago, Illinois 1933
A Course of Study in the Social Sciences. Grade 5.

171 Chicago, Illinois 1933
A Course of Study in the Social Sciences. Grade 6.

172 Chicago, Illinois 1935
Correlated Handwork. Grades 1-3.
Activity units are illustrated by handwork projects.

173 Cicero, Illinois 1933
Social Studies. Grade 1.
Unit about community activities with topical bibliographies given.

174 Cicero, Illinois 1933
Social Studies. Grade 2.
A unit on "Building a Town" in which the grocery store, the post office, the library, the park, zoo, etc., are included.

175 Cicero, Illinois 1933
Social Studies. Grade 3.
Various units on irrigation, clothing, and community life.

176 Cicero, Illinois 1938
Plan of Organization and Basic Purposes of the Cicero Curriculum. Grades 4-8.
A booklet showing a curriculum divided into broad experience fields.

177 Cleveland, Ohio 1935
Social Studies. Grade 5.
A series of five history units.

178 Cleveland, Ohio 1936
Social Studies. Grade not indicated.
Outlines of units on community activities for the primary grades.

179 Columbia, Missouri 1939
Social Studies Units and Related Activities for Grades 4-6.
This group of units presents a social science program carried on in the primary grades.

180 Connecticut 1934
Units of Work Developed by Pupils of Intermediate Connecticut Rural Schools. Grades 4-6.
Units on various subjects prepared for one-room rural schools.

181 Connecticut 1935
Reports on Field Trips - Connecticut Rural Schools. Grade not indicated.

182 Dayton, Ohio 1933
A Suggestive Course of Study for Grade 3.
Varied units including special units for holidays.

183 Dayton, Ohio 1934
A Suggestive Course of Study for Grade 4.
A group of units prepared on industries, such as soap, iron, etc.

184 DeKalb County, Alabama 1938
Curriculum Study Program. Grades 1, 3, 5, 6.
A booklet of various areas of experience arranged for the grades indicated.

185 Denver, Colorado 1932
Social Studies for Grades K-2.
This volume of 125 printed pages gives outlines of units and discussion of values.

186 Des Moines, Iowa 1934
Social Studies Course of Study. Grades K-2.
An activity curriculum with emphasis on the attitudes that are to be developed - selected units for each grade included.

187 Des Moines, Iowa 1935
Social Studies - Course of Study. Grade 3.
Units about industries and life studies.

188 Des Moines, Iowa 1937
Social Studies - Source Book of Content Materials. Grade 5.
A booklet on factual material on a pioneer-colonial unit.

189 Des Moines, Iowa 1937
Social Studies - Teaching Suggestions. Grade 5.
The anticipatory sequences for a pioneer-colonial unit.

190 Detroit, Michigan 1932
Course of Study in Social Science. Grades 1-6.
An activity curriculum beginning with home and community life and enlarging the experience to a study of life in other countries.

191 Detroit, Michigan 1938
Elementary Social Studies - We Explore the World. Grade 4.
A geography course in which each continent is made into a unit study.

192 Detroit, Michigan 1938
Elementary Social Studies - The Story of Early Man. Grade 5.
A course in ancient history prepared in the form of many brief units.

193 Detroit, Michigan 1939
Elementary Social Studies - The Story of Modern Man. Grade 5.
The history of modern Europe and American history outlined in unit form.

194 Detroit, Michigan 1939
Elementary Social Studies - How People Live Together. Grade 6.
A booklet outlining a group of units centered around a study of modern life.

195 East Greenwich, Rhode Island 1934
Guide and Study for the Teaching of Reading. Grades 4-6.
A booklet giving a bibliography for each grade and suggesting activities that might be carried on.

196 East Greenwich, Rhode Island 1935
Course of Study for Social Studies. Grades 1-3.
A group of units for each grade, including units on home life, community life, and a life study.

197 East Greenwich, Rhode Island 1935
Course of Study for Geography and History. Grades 4-6.
Traditional history and geography studies outlined in unit form for each grade indicated.

198 East Greenwich, Rhode Island 1936
Course of Study in Health and Physical Education. Grades 1-6.
A booklet of hygiene lessons prepared for each grade in unit form.

199 East Greenwich, Rhode Island 1938
Guide Units in English. Grades 1-3.
Varied activities prepared for each grade.

200 East Greenwich, Rhode Island 1938
Guide Units in English. Grades 4-6.
A book of suitable units outlined for each grade including week-to-week sequences and bibliographies.

201 East Greenwich, Rhode Island 1939
Guide Units in Social Studies for the Elementary Schools. Grades 1-6.
One unit worked out in full for each grade.

202 Flint, Michigan 1932
Social Studies - History and Geography Course of Study. Grades 4-6.
A suggestion of units and how they may be worked out for each grade.

203 Flint, Michigan 1935
Detailed outline - Social Studies. Grade 2.
A unit on community life - beginning with the groceryman, policeman, etc.

204 Flint, Michigan 1935
Detailed Outline - Social Studies. Grade 3.
A study of community life - including its present-day activities and giving their history.

205 Flint, Michigan 1937
Social Studies. Grade 8.
A unit on American history - bibliographies included.

206 Flint, Michigan 1939
Detailed Outline - Social Studies. Grade 3.
A community life study of a present-day city using Flint as an example.

207 Florida 1934
The Course of Study for Florida Elementary Schools. Grades 1-6.
Eight hundred pages of closely printed pages providing outlines in minute detail.

208 Florida 1934
Social Studies. Grades 7-12.

209 Florida 1935
Language Arts. Grade 5.
A tentative course of study.

210 Florida 1938
Source Materials for the Improvement of Instruction.
This is "a guide for explanatory work."

211 Florida 1939
Ways to Better Instruction in Florida Schools.
Educational principles are illustrated by units of teaching.

212 Fort Smith, Arkansas 1937
A Teachers' Manual of Pupil Guidance in Unit Materials for Primary Grades.
Suggestions of activities for first and second grade children.

213 Fort Smith, Arkansas 1937
A Teachers' Manual for Pupil Guidance in Unit Materials for Intermediate Grades.
Many and varied units on science, transportation, and history.

214 Fort Worth, Texas 1933
Social Studies - A Tentative Course of Study for Grade 1.
Five community life units; major units are divided into smaller sections.

215 Fort Worth, Texas 1933
Social Studies - A Tentative Course of Study for Grade 2.
Major units on community life, food, and man's use of tools.

216 Fort Worth, Texas 1933
Social Studies - A Tentative Course of Study for Grade 3.
Four units on geography, climate, and world conditions with influences on man and his development.

217 Fort Worth, Texas 1933
Social Studies - A Tentative Course of Study for Grade 4.
Historical units built around Fort Worth, showing the evolution of boats, clothing, etc.

218 Fort Worth, Texas 1933
Social Studies - A Tentative Course of Study for Grade 5.
Six social studies units showing the European beginning of American life and the history of American life and industry.

219 Fort Worth, Texas 1933
Social Studies - A Tentative Course of Study for Grade 6.
Ten different units on a social studies theme centered around Texas.

220 Fort Worth, Texas 1933
Social Studies - A Tentative Course of Study for Grade 7.
Units showing industrialization of the different parts of the world.

221 Fort Worth, Texas 1933
Social Studies - A Tentative Course of Study for Grade 8.
Four units on social adjustment and group living.

222 Fort Worth, Texas 1935
Language Arts - A Tentative Course of Study for Kindergarten.
Three units on family life showing the possibilities of developing the language arts. References included.

223 Fort Worth, Texas 1935
Language Arts - A Tentative Course of Study for Grade 1.
Varied units relating to the "whole" child - including many well-rounded activities.

224 Fort Worth, Texas 1935
Language Arts - A Tentative Guide for the Teaching of Handwriting. Grades 1-7.
A bulletin diagnosing poor writing and suggesting methods for remedial teaching.

225 Fort Worth, Texas 1935
Language Arts - A Tentative Course of Study for Grade 2.
Units planned to emphasize the language arts.

226 Fort Worth, Texas 1935
Language Arts - A Tentative Course of Study for Grade 3.
Life study units with the emphasis on language expression.

227 Fort Worth, Texas 1935
Language Arts - A Tentative Course of Study for Grade 4.
Units on history and life in foreign countries yet emphasizing language expression.

228 Fort Worth, Texas 1935
Language Arts - A Tentative Course of Study for Grade 5.
Activities centered around transportation and the discovery of America - but emphasizing language experiences.

229 Fort Worth, Texas 1935
Language Arts - A Tentative Course of Study for Grade 6.
Units on the pioneer movement, industrial development and communication, prepared to show how the language arts may be included in the unit study.

230-233 Fresno California 1932-1937
Social Studies. Grades 1-6.
A series of monographs.

234 Fresno, California 1937
Health and Safety. Grades 1-6.
Material on limited units.

235 Fresno, California 1937
Elementary Science. Grades 1-6.
Material on selected units.

236 Georgia 1937
Guide to Curriculum Improvement. Grades 1-8.
A guide in developing a better educational program in the schools of the state.

237 Georgia 1938
Guide to Use of State Adopted Textbooks. Grades 1-8.
A bulletin teaching the use of new and varied materials to Georgia teachers.

238 Georgia 1938
The Community as a Source of Materials of Instruction. Grades not indicated.
A report on studying and using the community as source materials for the public school curriculum.

239 Georgia 1938
The New Curriculum at Work.
Through use and explanation of actual examples of the work of skillful classroom teachers, an interpretation of the philosophy and procedures of a Georgia committee is presented.

240 Glen Falls, New York 1936
Elementary School Science. Vol. I. Grades 1-3.
A syllabus including objectives, outcomes, and readings for pupils and teachers.

241. Glen Falls, New York 1936
Elementary School Science. Vol. II. Grades 4-6
A syllabus including objectives, outcomes, and readings for pupils and teachers.

242 Glenridge - The Glenridge School of Clayton, Missouri 1937
Glenridge Activity Units. Grades 1-6.
A series of activity units which may be adapted to individual schools rather than adopted in this form.

243 Glenridge - The Glenridge School of Clayton, Missouri 1939
Growth in a Democracy.
A publication reporting progressive work in this school.

244 Grand Rapids, Michigan 1932
Social Studies for Grades 4-6.
Type lessons, activities, and outcomes for social studies.

245 Hartford, Connecticut 1936
Course of Study - Social Studies. Grade 7.
Two sets of units.

246 Hartford, Connecticut 1936
Course of Study - Social Studies. Grade 8.
Two sets of units.

247-249 Houston, Texas 1932
Integrated Curriculum Units.
247 Transportation and Communication, Grade 3;
248 Life on the American Frontier, Grade 5;
249 Transportation, Grade 6.
Units including suggested learning situations with content material.

250-252 Houston, Texas 1934
The Scope of Curriculum.
250 Grades K-2
251 Grades 3-5
252 Grades 6-8.
Scope of the curriculum work at each grade level.

253 Houston, Texas 1934
Science. Grade 7.
A course of study of five units.

254 Indianapolis, Indiana 1934
Course of Study in Social Studies. Grades 7-8.
A fused social studies course.

255 Indianapolis, Indiana 1935
Course of Study in General Science. Grades 7-8.
The purpose of the course of study is to interpret to the pupil his own physical environment.

256 Ironwood, Michigan 1934
A Tentative Outline for Community Life. Grade 1.

257 Ironwood, Michigan 1934
A Tentative Outline for Community Life. Grade 2.

258 Ironwood, Michigan 1937
An Integrated Nationality Course in Social Science for Grades 4-5.

259 Ironwood, Michigan 1937
Suggestions and Guide for Teachers of Non-Reading or Transition Groups. Grades not indicated.
A program for preventing reading disabilities.

260 Ithaca, New York 1939
Course of Study in Social Studies. Grades 3-6.
Units based on a social studies core.

261 Jersey City, New Jersey 1937
Course of Study in Natural and Social Sciences. Grades K-3.
A unit combining work in nature study, geography, and citizenship fields.

262 Kansas 1936
Unit Program in Social Studies. Grades 1-8.
A course correlating art with social studies.

263 Kansas 1937
A Guide for Exploratory Work in the Kansas Program for the Improvement of Instruction. Grades not indicated.
Work for both laymen and professional workers to satisfy educational and social needs of the state.

264 Kansas City, Missouri 1932
Course of Study in English. Grades 1-6.
Guidebook for teachers and pupils in correct use of oral and written language.

265 Kansas City, Missouri 1933
Health in the Curriculum. Grades 1-6.
To establish healthful habits in the schoolroom.

266-270 Kansas City, Missouri 1936
Tentative Course in Social Studies. Grades 4-8.
Five social studies bulletins of widely varying subject matter.

271 Kansas City, Missouri 1936
Course of Study Unit. United States becomes a Cosmopolitan Country. Grade 7.

272 Kansas City, Missouri 1937
Safety in the Curriculum. Grades 1-6.
To develop proper habits and attitudes in the field of safety.

273 Kenosha, Wisconsin 1938
Course of Study. Ungraded School.
Units planned for mentally slow children.

274 Kentucky 1936
Organization of Instruction in the Elementary Grades.
Theory of the activity program and illustrations of "unit teaching."

275 Kentucky 1938
Elementary Course of Study (Outlines). Grades 1-8.
Lists units, knowledges, and skills for various grades and departments.

276 Lakewood, Ohio 1932
General Science - Tentative Course of Study. Grade 7.
Gives function of science in the life of man and need for scientific attitudes.

277 Lakewood, Ohio 1932
Social Science. Tentative Course of Study. Grade 7.
Training students to meet and control life problems as they arise.

278 Long Beach, California 1932
Home Making Course of Study. Grades 7-9.
Offering opportunities for training in home making.

279 Long Beach, California 1934
Social Studies - Course of Study. Grade 7.
Units facilitating the integration of English and Social Studies.

280 Long Beach, California 1934
Social Studies - Course of Study. Grade 8.
Units facilitating the integration of English and Social Studies.

281 Long Beach, California 1936
Civic Education; A Handbook for Teachers. Elementary School. Grades K-6.
Treats citizenship activities both outside and within the classroom.

282 Long Beach, California 1938
Arithmetic Guide for Teachers of Primary and Intermediate Grades.
Activities in arithmetic for living today.

283 Los Angeles, California 1932
284 Los Angeles, California 1933
285 Los Angeles, California 1934
A Series of Reports of Activity Units Carried Out in the City Schools.

286 Los Angeles County, California 1936
Teachers' Source Material for Los Angeles County.

287 Los Angeles County, California 1937
Teachers' Source Material for Los Angeles County.

288 Louisiana 1937
Louisiana Program for Improvement of Instruction. Grades not indicated.
Work done in a curriculum laboratory to stimulate interest in educational problems.

289 Louisiana 1938
Louisiana Program for Improvement of Instruction. Grades not indicated.
Work done in a curriculum laboratory to stimulate interest in educational problems.

290-300 Louisville, Kentucky 1933
A Tentative Activity Curriculum in Social Studies for Elementary Schools. Grades 1-3.
Eleven monographs, with topics as indicated below:
290 The Farm. Grade 1.
291 The Home. Grade 1.
292 Pets. Grade 1.
293 Community Helpers. Grade 2.
294 The Dairy Farm. Grade 2.
295 The Library. Grade 2.
296 The Post Office. Grade 2.
297 Louisville Today. Grade 3.
298 Pioneer Life. Grade 3.
299 Primitive Life - Indians. Grade 3.
300 Evolution of Transportation. Grade 3.

301 Louisville, Kentucky 1934
Tentative Course of Study in Social Studies. Grade 7.

302 Louisville, Kentucky 1934
Tentative Course of Study in Social Studies. Grade 8.

303-305 Lynn, Massachusetts 1932
"Units of instruction," giving "aims," "learning activities," "constructive activities," etc.
303 Social Studies. Grade 1.
304 Social Studies. Grade 2.
305 Social Studies. Grade 3.

306 Madera County, California 1939
Manual of Methods and Procedure. Grades 1-8.
Guidance for methods in the traditional school subjects, under the caption of "Social Studies."

307-308 Madison, Wisconsin 1932
Language Curriculum. Grades 1-6.
Activity units are suggested as they may function in the teaching of language.
307 Part I
308 Part II

309-314 Madison, Wisconsin 1934
Social Studies. Grades 1-6.
Units are organized under captions of objectives, approaches, activities, correlations, tests, etc.
309 Grade 1.
310 Grade 2.
311 Grade 3.
312 Grade 4.
313 Grade 5.
314 Grade 6.

315-317 Manitowoc, Wisconsin
Social Science
315 Grade 1. The Home. 1935
316 Grade 2. Our Community 1936
317 Grade 3. The Greater World Community. 1937

318 Massachusetts 1937
Course of Study in Geography. Grades 3-6.
Correlating history and character education with geography.

319 Merced County, California 1936
Course of Study for the Schools of Merced County. Grades 1-8.
A loose-leaf manual covering all grades and all subjects.

320-322 Memphis, Tennessee 1937
Course of Study in Social Studies
320 Grades 1-3.
321 Grades 4-6.
322 Grade 6.
Three reports providing uniformity throughout the city schools.

323 Milwaukee, Wisconsin 1933
Some Phases of an Activity Program.
Justification of and suggestions for an activity program.

324-326 Minneapolis, Minnesota
Elementary School Social Studies.
Units stressing creation of "rich and many-sided personalities."
324 Grade 6. 1934
325 Grades 1-3. 1935
326 Grade 4. 1936

327 Mishawaka, Indiana 1935
Social Science for Grades 1-3.
Activities for interpretation of physical and social environment.

328 Mississippi 1934
Mississippi Program for the Improvement of Instruction. Study Program.
An instruction improvement program to cover five years.

329 Mississippi 1936
Mississippi Program for the Improvement of Instruction. A Guide for Curriculum Planning.

330 Mississippi 1937
Mississippi Program for the Improvement of Instruction. A Guide for Curriculum Reorganization in the Elementary School.

331 Mississippi 1939
Mississippi Program for the Improvement of Instruction. Curriculum Reorganization in the Elementary School. Grades 1-6.

332 Missouri 1937
Courses of Study for Elementary Grades. Grades 1-8.
A program of continuous, coordinated curriculum making and new courses of study.

333 Missouri 1937
Guidance and Counseling for Elementary Grades. Grades 1-6.
Ways to provide for growth and development of each individual child in the class.

334 Montclair, New Jersey 1935
Units of Work for Grades 1-8.
Brief and suggestive outlines conducive to expansion and adaptation according to individual needs.

335 Muncie, Indiana 1934
Social Science Course of Study. Grades 7-8.
A help in organizing and presenting teaching materials.

336 Muncie, Indiana 1935
Tentative Course of Study in Elementary Social Science. Grades 4-6.
Understanding the art of social living through social science units.

337 Muncie, Indiana 1938
Unified Primary Activity Course of Study. Grades 1-3.
Units of work in the fields of health, social science, and natural science.

338 Nebraska 1938
Fire Prevention Manual.
Learning to prevent fires by forming habits of carefulness.

339 New Brunswick, New Jersey 1934
Social Studies. Grades 1-6.

340 New Kensington, Pennsylvania 1932
The Social Studies. Part I. Community Life. Grades 1-3.
Serves as a background for social studies in the middle and upper grades.

341 New Mexico 1938
Activities for the Non-Recitation Periods. Materials of Instruction.
Suggestions as to ways and means of organizing and conducting children's educative activities.

342-369 New Rochelle, New York 1934-1936
Elementary Science. Grades 1-6.
This series of monographs provides 27 units arranged for the grades as designated in the catalog.

370 Newton Public Schools - Newtonville, Massachusetts 1937
A Guide for the Teaching of Reading in the Elementary Grades. Grades 1-3.
A guide placing the reading program in its relation to the entire classroom program.

371-379 New York, New York 1937-1939
The Evolution of Common Things.
This series of printed bulletins presents studies of aviation, communication, transportation, etc.

380 Norfolk, Virginia 1932
Social Studies Curriculum. Kindergarten - Primary Grades.
Units and activities of a socialized nature concerning home and community.

381 Norfolk, Virginia 1932
Social Studies Curriculum Upper Elementary Grades.
Units and activities of a socialized nature concerning home and community.

382 Norfolk, Virginia 1938
Science Handbook - Vol. I. Lower Elementary Grades.
Suggestions for teaching natural science to little children.

383 Norfolk, Virginia 1938
Science Handbook - Vol. II.
Suggestions for teaching natural science to little children.

384 North Carolina 1935
A Study in Curriculum Problems of North Carolina Public Schools.
A comprehensive handbook on content, organization, and presentation of material for public school teachers.

385-390 Oakland, California 1937-1938
Courses of Study, Outlines, and Tentative Courses of Study.
This series of outlines presents studies of a social science nature for grades 1-7.

391 Oklahoma 1932
Course of Study for Elementary Grades.
A handbook for teachers of factual knowledge and skills to be taught in Grades 1-8.

392 Oklahoma City, Oklahoma 1935
Social Studies. Grade 8.
A brochure of factual information concerning Oklahoma.

393 Oklahoma City, Oklahoma 1936
Unit Studies in Science - Book I.
Factual information for presentation in General Science classes.

394 Oklahoma City, Oklahoma 1936
Unit Studies in Science - Spring Science.
Factual information for presentation in General Science classes.

395 Omaha, Nebraska 1936
Social Studies for the Elementary Grades 4-5.
Curriculum plans for assignments of work.

396 Omaha, Nebraska 1936
Social Studies for Grade 5.
Curriculum plans for assignments of work.

397 Omaha, Nebraska 1936
Science for the Elementary Grades.
Science as a factor in developing the whole personality of a child.

398 Omaha, Nebraska 1937
Curriculum Circular. Grades 2-8.
A series of curriculum circulars in which types of educational problems are discussed.

399 Omaha, Nebraska 1938
Social Studies for the Elementary Grades. Grade 6.
Through geography, civics, and history to give pupils such learning experiences as will enable them to understand life about them.

400 Omaha, Nebraska 1939
Adjusting the Curriculum to the Slower Learners. Grades 1-3.

401 Oregon 1933
Oregon Manual for Rural Elementary Teachers.
A state department bulletin presenting outlines and suggestions for a variety of activity units.

402 Oregon 1937
Social Studies.
A state department bulletin of 250 pages of outlines, bibliographies, and other helps for all teachers.

403 Oshkosh, Wisconsin 1936
Primary Course in Social Studies. Grades 1-3.
Through a story of the history of their own vicinity children are introduced to an elementary form of social studies.

404 Pasadena, California 1936
Suggestions to Teachers in Guiding Pupil Experiences. Grades K-6.
A volume of 843 pages of suggestions to teachers as to ways of working and uses of illustrative materials as presented by the Pasadena City Schools.

405 Pennsylvania 1932
Course in Social Studies. Grades 7-8.
A program in citizenship for the young citizen.

406 Pennsylvania 1933
Course of Study in Science. Grades 7-9.
Types of exercises that give pupils experiences in dealing with natural phenomena.

407 Pennsylvania 1936
Suggestions for the Development and Use of Curriculum Materials in the Elementary Schools.
A state department bulletin for all grades.

408 Pennsylvania 1938
Expanding the Classroom.
A state department bulletin emphasizing excursion programs.

409 Pennsylvania 1939
School Living for Social Purposes.
Two type units, one for grade 1 and one for grade 6.

410 Philippines 1932
Objectives in Geography. Grade 4.
The child is imaginatively brought into contact with the different regions of the world.

411 Philippines 1932
Objectives in Embroidery, Needlework, Tatting, Crocheting. Grade 6.
Objectives for various phases of embroidery, fine needlework, tatting, and crocheting.

412 Philippines 1932
Objectives in Clothing and Textiles. Grades 4-6.
The objectives and methods for teacher and supervisor of the subject of clothing and textiles.

413 Philippines 1932
Objectives in Geography. Grade 6.

414 Plattsville, Wisconsin 1935
Activity Units for Lower Grades.
A group of "units," subordinate to which are "activities" and correlated with the traditional subjects.

415 Pottstown, Pennsylvania 1933
An Integrated Junior High School Unit on Immigration.

416 Princeton, Illinois 1936
Tentative Social Studies Curriculum. Grades 1-5.

417 Providence, Rhode Island 1936
Social Science Curriculum. Grades 1-2.
Activity units as outgrowths of classroom situations.

418 Providence, Rhode Island 1936
Social Science Curriculum. Grade 3.
A course in Social Science with the philosophy that the child learns through his experience.

419 Richmond, Indiana 1937
Studying about Occupations. Agriculture and Fishing. Grades 7-8.
The first in a series of studies about occupations.

420 Richmond, Indiana 1937
Studying about Occupations. Homemaking. Grades 7-8.
The viewpoint is that the success of the home depends upon both the man and the woman.

421 Richmond, Indiana 1937
Studying about Occupations. The Manufacturing and Mechanical Occupations. Grades 7-8.
Suggested projects, textual readings, supplementary reference readings, and descriptions of the occupations.

422 Richmond, Indiana 1937
Studying about Occupations. The Extraction of Minerals and Petroleum. Grades 7-8.
The extraction of minerals and petroleum.

423 Richmond, Indiana 1937
Studying about Occupations. Trade and Commerce. Grades 7-8.
A vocational guide about occupations in trade and commerce.

424 Richmond, Indiana 1937
Studying about Occupations. Transportation and Communication. Grades 7-8.
Short descriptive sketches of the fields of transportation and communication.

425 Rochester, New York 1935
Course of Study - Social Relations. Grades K-3.
Suggested activities with major objectives in geography and history.

426 Rochester, New York 1936
Course of Study - Social Relations. Grades 1-6.
Suggested activities with major objectives in geography and history.

427 Rochester, New York 1936
Course of Study in Social Studies. An Epochal History of the United States. Grade 8.
To fulfill the two purposes of history - the cultural and functional.

428 Rochester, New York 1936
Course of Study in Social Studies - American Life. Grade 8.
To provide an understanding of American life today.

429 Rochester, New York 1936
Course of Study in Social Studies - Civic Relationships in our Modern America. Grade 8.

430 Sacramento, California 1932
Course of Study Monograph. Grades 1-2.

431-434 Sacramento, California 1937
Elementary Social Studies. Grades 3-6.

435-437 Sacramento, California 1939
Elementary Social Studies. Grades 3-5.

438 Saginaw, Michigan 1937
Tentative Course of Study in Arithmetic. Grades K-3.
Units and activities in the field of elementary arithmetic.

439 Saginaw, Michigan 1937
Tentative Course of Study in Arithmetic. Grades 4-6.
The Arithmetic Committee submits suggestions for a course of study in arithmetic.

440 Saginaw, Michigan 1937
Suggestions for the Teaching of Elementary Science. Grades K-3.
Some suggestions for science units.

441 Saginaw, Michigan 1937
Suggestions for the Teaching of Elementary Science. Grades 4-6.
To aid in teaching elementary science in the elementary schools.

442 Saginaw, Michigan 1938
Social Science Materials to Try Out and Revise. Grades 7-9.
A highly tentative program suggested by the Social Science teachers.

443 Saginaw, Michigan 1939
Social Studies. Grades K-2.
How various teachers conducted their work with their respective groups of children.

444 San Jose, California 1938
Elementary Curriculum Materials. Vol. I. Grades 1-6.
Suggesting aims, outcomes, activities, and units of work.

445 San Jose, California 1938
Elementary Curriculum Materials. Vol. III. Grades 1-6.
Reports of twelve units developed by teachers.

446 San Mateo County, California 1932
The Social Studies. Grades 1-6.
In this social studies course effort has been made to eliminate lifeless and useless methods and materials from the classroom.

447 San Mateo County, California 1934
Elementary Science. Grades 1-6.
A tentative course of study as part of an integrated program to give children a view and appreciation of their environment.

448 San Mateo County, California 1938
A Unit of Work. Pioneer Life. Grades 5-6.
A unit for the fuller understanding of the development of their country.

449 San Mateo County, California 1939
A Social Studies Unit of Work. Indian Life. Grades 3-4.
Primitive and modern methods are contrasted.

450 San Mateo County, California 1939
A Social Studies Unit of Work. Mexico. Grades 3-4.
"The purpose of the unit is to develop an attitude of friendship, tolerance, and appreciation toward our next door neighbor."

451 San Mateo County, California 1939
A Unit of Work. The Story of Textiles. Grades 5-6.
To gain a real appreciation of the achievement of man throughout the ages by the story of textiles.

452 San Mateo County, California 1939
A Social Studies Unit of Work. The Development of Culture. Grades 7-8.

453 San Mateo County, California 1939
A Unit of Work. State and National Parks and Monuments. Grades 7-8.
The background of knowledge and appreciation of state and national parks.

454 San Mateo County, California 1939
A Unit of Work. The United States Trades with World. Grades 7-8.
To make the child aware of the interdependence of nations.

455-466 Santa Barbara, California
Instructional Materials.
A series of monographs

455	Grade 5	1937
456	Grades K-12	1938
457	Grade 1	1938
458	Grade 2	1938
459	Grade 4	1938
460	Grades 5-6	1938
461	Grade 6	1938
462	Grade 6	1938
463	Grade 6	1938
464	Grade 6	1938
465	Grade 3	1939
466	Grade 3	1939

467 Seattle, Washington 1938
Living Today - Learning for Tomorrow. Grades 1-12.
Photographically presents the essence of a social studies program.

468-484 Shorewood. The Shorewood Schools of Milwaukee, Wisconsin 1933-1937
A series of monographs, some printed, some mimeographed, some original work of individual pupils. Outlines of unit studies, illustrated by drawings, color work, writings of pupils.

468	Social Science Units. Grade 4.	1933
469	The Grocery Store. Grade 1.	1934
470	The Hardware Store. Grade 1.	1934
471	Our School. Grade 1.	1934
472	Vegetable Market. Grade 1.	1934
473	Vegetable Gardening. Grade 1.	1934
474	Clothing - Cotton. Grade 2.	1934
475	Clothing - Silk. Grade 2.	1934
476	Clothing - Wool. Grade 2.	1934
477	Food - The Green Market. Grade 2.	1934
478	Shelter - Lumber. Grade 2.	1934
479	Course of Study in Mathematics. Grade 8.	1934
480	Science. Grade K.	1937
481	Social Experiences. Grade K.	1937
482	Science. Grade 1.	1937
483	Science Units. Grade 5.	1937
484	Science Units. Grade 6.	1937

485 South Carolina 1936
Elementary School Manual Series - Health Education. Grades 1-7.
To make the state health-conscious.

486 South Carolina 1937
Elementary School - Social Studies. Grades 1-3.
The philosophy of "learning by doing" is uppermost.

487 South Dakota 1932
Social Studies Course of Study. Grades 1-3.
A treatment of some of the living issues of American life on an appropriate age and grade basis.

488 South Dakota 1934
Course of Study for Elementary Schools. Grades 1-8.

489 Springfield, Massachusetts 1937
Social Studies: Course of Study for Junior High School. Grade 7.
Two parts - one a teacher's outline and the other, pupils work sheets.

490 Springfield, Massachusetts 1937
Social Studies: Course of Study for Junior High School. Grade 8.
"The creation of rich, many-sided personalities."

491 Springfield, Massachusetts 1938
Social Studies: Course of Study for Kindergarten and Grades 1-6.

492 St. Paul, Minnesota 1933
Tentative Course of Study in Social Science and Related Subjects. Grade 5.
A course on the spread of various civilizations.

493 St. Paul, Minnesota 1936
Course of Study in Social Science and Related Subjects. Grade 3.
"The Beauties and Wonders of the World Around Us."

494 Sumter County, Tennessee 1939
Improvement of the Curriculum in the Sumter County Schools. (Nashville, Tennessee))
A long-range program for vital, practical instruction.

495 Tennessee 1936
The Tennessee Program for the Improvement of Instruction. Grades 1-8.
Emphasis upon the social studies with correlation of the traditional school subjects.

496 Tennessee 1937
Looking Ahead with Tennessee Schools. Grades 1-8.
This bulletin is published as the report of the Tennessee Program for the Improvement of Instruction.

497 Tennessee 1938
Looking Ahead with Tennessee Schools. Bulletin No. 2. Grades 1-8.
To guide teachers in further improving their teaching practices.

498 Texas 1936
Tentative Course of Study for Years One through Six.
Plans classroom instruction upon a more scientific basis.

499 Trenton, New Jersey (The Carroll Robbins School) 1936
Through the Land of the Samovar: An Account of Youthful Curriculum Makers at Work. Grades not indicated.
To overcome anti-social feeling due to the different nationalities in the class.

500 Tulsa, Oklahoma 1932
Chinese Culture. Grade 7.
Outlines a unit to show children that other civilizations than their own have certain cultural advantages.

501 Tulsa, Oklahoma 1932
City Life. Grade 7.
The city has been one of the chief problems in American society today.

502 Tulsa, Oklahoma 1932
National and Racial Relationships in America. Grade 7.
A view that no race or nation is generally superior to all others.

503 Tulsa, Oklahoma 1932
How Discoveries and Inventions Have Changed Modern Living. Grade 8.
Living conditions a century ago are contrasted with those of today.

504 Tulsa, Oklahoma 1932
We and Our Government. Grade 8.
This study of "We and Our Government" makes us acquainted with our heritage.

505 Tulsa, Oklahoma 1938
A Course of Study for Grades K-3.
A group of Tulsa teachers place an emphasis on developing understanding through achievement in reading.

506 Tuscaloosa County, Alabama 1938
Living and Learning in the Elementary Schools of Tuscaloosa County. Grades 1-6.
One of a series of annual instructional improvement bulletins.

507 Tuscaloosa County, Alabama 1939
Learning through Activities in the Elementary Schools of Tuscaloosa County. Grades 1-8.
The idea of encouraging pupil participation in all schoolroom activities, and providing experiences that include the pupils in planning and evaluating.

508 University of Oregon 1939
Bread. Curriculum Bulletin No. 8. Grade 2.
Of immediate interest to primary school children and of far-reaching social importance.

509 University of the State of New York 1934
Handbook for Rural Elementary Schools. Grades 1-8.
Coordination and unification of such related subjects as history, geography, and citizenship, is presented in units.

510 Utah 1934
A Unified Course in the Social Studies for the Elementary Schools of Utah. Grades 1-6.
A general framework for a continuous articulated series of activities and learnings.

511 Utah 1935
English for Elementary Schools. Grades 1-6.
"To vary from beaten paths in English teaching."

512 Vancouver, Washington 1938
Social Studies Curriculum Handbook. Grades 1-7.
A curriculum which uses social studies as its integrative center.

513 Virginia 1933
Virginia Curriculum Program Illustrative Materials from Tentative Course of Study for Virginia Elementary Schools. Grades 1-7.
A bulletin published by the Virginia State Board of Education charting the functional phases of social life.

514 Virginia 1934
Tentative Course of Study for Virginia Elementary Schools. Grades 1-7.
Basic suggestions for units and activities which can be modified for local situations.

515 Watertown, New York 1934
Curriculum Guidance for Kindergarten Groups.
Aims, activities, and reference material for various core units.

516 Westchester County, New York 1938
Industries of Westchester County. Grades not indicated.
Presents the stories of twenty-two different types of industries established in this county.

517 West Virginia 1936
A Teacher's Manual in Safety Education. Grades 1-8.
This manual suggests more effective teaching of safety in the elementary schools.

518 West Virginia 1937
Program of Studies for Elementary Schools. Grades 1-8.
A revised and reformulated course of study for the elementary schools.

519 West Virginia 1939
Units in Conservation. Grades 1-8.
To instill the philosophy of preservation and conservation in the minds of the future leaders of the country.

520 Wilmington, Delaware 1935
Cooperative Curriculum Revision.
A report of work in curriculum revision.

521 Winchester, Massachusetts 1935
Curriculum Material for Grades 1-6.
A collection of units of work as suggestions for developing various topics.

522 Winchester, Massachusetts 1935
Courses of Study for Grades 1-6.
Various teachers in this school system contributed an expanded and detailed unit of work for different grade levels.

523 Wyoming 1932
Course of Study for Elementary Schools - Social Studies for Grades 2-8.
Fused social material in which the children, rather than subject matter, are the center of attention.

524 Wyoming 1933
Course of Study for Elementary Schools - Social Studies for Grades 2-8.
Provides a more continuous guide for teachers in social studies courses introducing the fusion of geography, history, civics, and other social material.

525 Wyoming 1934
Course of Study for Elementary Schools - Social Studies for Grades 6-8.
Includes social studies content, outlines, activity suggestions, and extensive lists of references for each unit.

526 Wyoming 1936
Course of Study for Rural Schools - Agriculture. Grades 6-8.
A course of study comprised of a series of lessons on agriculture.

600 Allen, Charles F., Alexander, T. R., Means, H. W.
Extra Curricular Activities in the Elementary Schools. Webster Publishing Co. 1937
The authors set forth some guiding principles for organizing and administering extra curricular activities in elementary schools; they suggest how teachers may be trained for this, and explain how their suggested program may be carried on in schools organized in both the traditional and the platoon systems.

601 Barnes, E. A., and Young, B. M.
Children and Architecture. Columbia University. 1932
A writer cooperated with a teacher in describing a unit of work on the history and development of world architecture. Activities of a sixth grade class in studying this unit are presented. Included in the last chapters are contents of the unit and a bibliography for teachers and students.

602 Brueckner, Leo J. and Others
The Changing Elementary School. Inor Publishing Co. 1939
A study of elementary education was one phase of the New York State Regents' Inquiry of 1935. Findings of this study and recommendations of changes in policy are presented. One section is devoted to the findings of specialists in certain fields.

603 Burr, Samuel Engle
A School in Transition. Christopher Publishing House. 1937
A school in Glendale, Ohio, underwent a transition from a traditional to an activity program. The change is described by years: first, second, and third; and with regard to: growth of units; administration; buildings and equipment; public relations; cost, tests, and measurements; outcomes; and findings. This work contains many suggestions about units and content.

604 California Curriculum Commission
Teachers' Guide to Child Development: Manual for Kindergarten and Primary Teachers. California State Department of Education. 1930
The contributions of over seventy teachers were used by the commission and staff to make a book concerning activities, units, and the use of informal methods in primary teaching. Specific suggestions for planning school work are given regarding teaching of fundamental skills, community activities, interest pertaining to home life, foods, nature. Illustrated.

*Though published prior to 1932 this volume is here included as a companion with no. 605.

605 California Curriculum Commission
Teachers' Guide to Child Development in the Intermediate Grades. California State Department of Education 1936
Under the Commission this book was prepared giving specific directions, illustrations, and examples of the activity method applied to intermediate grades. Chapters are on philosophy, organization, content, and methods. Subject matter areas are considered. Units are described. Some illustrations and a large bibliography are included.

606 Caswell, Hollis L., and Campbell, Doaks S.
Curriculum Development. American Book Company. 1935
The authors discuss social changes and their implications for curriculum makers in terms of content, organization, units, aims, and scope of the curriculum. Teachers' and pupils' purposes are presented; selection and presentation of subject matter, teaching procedures, organization and administration. This book contains detailed instructions for putting into practice the principles it advocates.

607 Clapp, Elsie R.
Community Schools in Action. The Viking Press. 1939
Community education is discussed through the activities of Ballard Memorial School in Kentucky and Arthurdale School in West Virginia. In seven chapters the author describes the beginning of each school; the nursery school, high school, and adult education at Arthurdale; and cultural resources and opportunities of community education.

608 Clouser, Lucy W.; Robinson, Wilma J.; and Neely, Dena L.
Educative Experiences through Activity Units. Lyons and Carnahan. 1932
The authors present a record of activities carried on in the second and third grades of Kansas City public schools. In addition there is a general discussion of activity units in the school program and their relation to child growth. A plan for the year's work is described.

609 Croxton, W. C.
Science in the Elementary School Including an Activity Program. McGraw-Hill Book Company. 1937
The author gives the theoretical basis for teaching science in the modern elementary school. In addition he presents a detailed program of experiments and class activities for the teaching of science in the elementary school.

610 Dobbs, Alma A.
Teaching Wholesome Living in the Elementary School.
A. S. Barnes and Company. 1939
This is a book for those interested in "building curricula in which the primary concern is that the child shall grow in all ways." It suggests methods for helping the pupils attain "wholeness" and health.

611 Douglass, Aubrey A.
The American School System: A Survey of Principles and Practices in Education. Farrar & Rinehart, Inc. 1934
The author presents a survey of the American educational system, emphasizing the social purposes of education.

612 Eakright, Jessie B., and Young, Bess M.
Adventuring with Toys. Teachers College, Columbia University. 1933
The authors, a classroom teacher and a trained observer, have devoted this book to the description of a Unit of Work on "Toys," in a fourth grade. Topics are: establishing the unit; creative writing; exploring farther afield; making toys; toys of other lands and times; building a play; carry-over of toys; evaluation educational achievement; and further possibilities. An appendix contains a large bibliography of source material and children's books about toys.

613 Gustin, Margaret; and Hayes, Margaret L.
Activities in the Public School. University of North Carolina Press. 1934
This book on the activity method approaches the problems of launching, organization, and function of the program. A goodly number of principles and topics are illustrated specifically and briefly. At the end of each chapter is a bibliography of methods and materials.

614 Halter, Helen
Society in Action: A Guide for the Social Studies.
Inor Publishing Company. 1936
This is a social studies guide book to be used by students in place of a text. Several units are suggested under two headings: concerning group living in the immediate community and group living in the larger community. An outline of content and methods of procedure is included in each unit.

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615 Hampton, Vernon B.
New Techniques in Social Science Teaching.
The John Willig Press. 1936
The author presents an analysis of effective methods, devices, and systems of teaching social science. Reports are given of the Drama method, Case method, Socialized Recitations, Unit Plan, Projects, laboratory teaching, and others. The appendix includes reports of five typical lessons conducted in a New York high school.

616 Hanna, Paul R. and others
Youth Serves the Community. Appleton-Century Company. 1936
A staff, under the direction of the author, collected information concerning activities of children designed to contribute to the general welfare. In nine chapters are described youthful activities in public safety, civic beauty, community health, civic arts, local history, surveys and protection of resources. One chapter is devoted to similar activities in foreign countries.

617 Mapes, Charlotte, and Harap, Henry
Six Activity Units in Fractions. Western Reserve University. 1933
This bulletin describes six activity units used in teaching fractions. The units are based on real life situations and were selected especially "because they were rich in the application of fractions."

618 Hockett, John A., and Jacobsen, E. W.
Modern Practices in the Elementary School. Ginn and Company. 1938
A general discussion of current trends in elementary education and specific activities in teaching is presented. Included are the following: developing a unit, managing daily program, discipline, utilizing child's creative ability, relationship of environment to classwork. Two chapters are devoted to the problem of individual needs.

619 Horrall, Albion H. and others
Let's Go to School. McGraw-Hill Book Company. 1938
The authors show what can be accomplished in the average elementary school by describing activities of a school in San Jose, California, In Part I is a discussion of the school, its philosophy and curriculum, integrating influences, and evaluations. Part II is a detached description of three units: study of animals; the community of San Jose; and European architecture.

620 Lane, Robert Hill
A Teacher's Guide Book to the Activity Program.
The Macmillan Company. 1932
Contributions from twenty-six teachers assist the author of this book of six chapters devoted to: the initiation of an activity program; three illustrative units of work; the daily program; and a large number of specific hints on teaching.

621 Lane, Robert H.
The Progressive Elementary School. Houghton Mifflin Company. 1938
The author presents a short study of the basic problems of the progressive elementary school. "It is dedicated to principals, teachers, and parents who want to know something about current elementary school practices in what, for lack of a more adequate term, we call 'progressive' elementary schools."

622 Mayhew, Katherine C., and Edwards, Anna C.
The Dewey School; the Laboratory School of the University of Chicago 1896-1903. Appleton-Century Company. 1936
Two associates of Professor and Mrs. John Dewey describe the work and development of an activity school of the eighteen-nineties. They have included material of philosophical and historical interest as well as specific information about the organization, curriculum, methods, and teaching techniques used there and then.

623 McKown, Harry C.
Activities in the Elementary School. McGraw-Hill Book Company, Inc. 1938
Problems that face teachers and administrators of the elementary school are discussed. Each of the nineteen main topics and related activities are supplemented by selected references. The activity school is accepted in principle.

624 Mead, Cyrus D., and Orth, Fred W.
The Transitional Public School. The Macmillan Company. 1934
The six parts of this book on the activity method discuss: theory and philosophy; subject matter organization; schedules; sequence; purposeful problem solving activities; use of newspapers; purposeful thinking; handwork; comparison of achievements in activity and transitional school by objective means.

625 Melvin, A. Gordon
The Activity Program. Reynal & Hitchcock. 1936
The author presents a discussion of progressive education. He emphasizes the activity program, defining terms and giving practical suggestions for the use of teachers.

626 Melvin, A. Gordon
Activated Curriculum. The John Day Company. 1939
The author discusses the curriculum of the activity school, giving principles and methods of construction.

627 Meriam, Junius L.
Learning English Incidentally: A Study of Bilingual Children. United States Office of Education, Bulletin 1937, No. 15. 1937
This study contains facts regarding the education of foreign children in general and Mexican children in particular. It discusses the problems attendant upon bilingualism and the adaptation of teaching to meet the needs, ability, and experiences of children from foreign homes. The procedures used in one California school of all Mexican children are reported in detail. The theory underlying such procedures is presented.

628 Minor, Ruby
Early Childhood Education: Its Principles and Practices. D. Appleton-Century Company. 1937
The author presents a middle-of-the-road picture of kindergarten and primary education. It is a reaction against both the ultra-conservative and ultra-modern in elementary education, pointing out that both child and society are fundamentally important in education.

629 National College of Education
Curriculum Records of the Children's School. National College of Education, Evanston, Illinois. 1932
The Children's School of the National College of Education, consisting of the six elementary grades, a nursery school, and two kindergartens, is organized for investigation and demonstration of curriculum problems. This book is a record of group progress and skills, individual activities, classroom procedures, and typical units of work. Much of the material is in outline form.

630 National Education Association
Eighteenth Yearbook. Department of Elementary School Principals. 1939
The theme of this volume is enriching the curriculum of the elementary school. One phase of this enrichment is illustrated in activity units.

631 National Society for the Study of Education
The Thirty-sixth Yearbook - Part 1 (The Teaching of Reading: Second Report). Public School Publishing Co. 1937
This report traces the developments in the field of reading during the period 1925-1935, and identifies the major problems in the teaching of reading faced by the schools of today.

632 Reed, Mary M., and Wright, Lula E.
The Beginnings of the Social Sciences. Charles Scribner's Sons. 1932
This book gives specific directions and suggestions for beginning social studies in the Primary School. It stresses work in a social environment; how the social sciences develop; content, organization, and functioning of curricula. Also included are: a good many very easy children's songs; rhymes and verses; pictures of and by children; and many topics for units.

633 Sanguinet, Edwin H.
An Approach to Curriculum Construction Based on a Child Activity Survey in the Philippine Islands. Philippine Teacher's Digest. 1934
A pamphlet containing the author's Ph.D. thesis. Discussion of the Philippine Islands and their people, a definition of the problem and presentation of the basic data, basic list of areas of child experience, a plan for developing curriculum built on child activity, factors which condition future development of curriculum program.

634 Schwarz, John
Social Studies in the Elementary School. Prentice-Hall, Inc. 1938
The author discusses the teaching of social science in the elementary school. He presents a minimum of theory and emphasizes practical aids in the teaching of social science on the elementary school level.

635 Smith, Donnal V., and Frederick, Robert W.
Live and Learn. Charles Scribner's Sons. 1938
This book deals with the teaching of social science in the elementary school. The authors discuss the teaching act, objectives, program organization, planning, evaluation, and the implements of learning.

636 Smith, Nila B.
Teachers' Guide for the First Year: The Unit-Activity Reading Series. Silver Burdett Company. 1936
This book is to be used with "Tom's Trip," "At Home and Away," and "In City and Country" of the Unit-Activity Reading Series by the author. It is concerned with the effective teaching of reading in the modern program and presents the pre-primer period, the primer period and first reader procedures.

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637 Smith, Samuel, and Speer, Robert K.
Supervision in the Elementary School. The Cordon Company. 1938
This book discusses the problems and function of supervision in the elementary school. It emphasizes contemporary supervision, but also discusses the progressive tendencies in theory and practice.

638 Sweeney, Frances G., and others
Western Youth Meets Eastern Culture. Bureau of Publications, Teachers College, Columbia University 1932
This book presents an account of an experiment in integrating curricula. Teachers of social studies, English, and art cooperated to develop a course in Eastern Culture for the seventh grade.

639 Tibbels, Averil
The Circus Comes to School. A. S. Barnes and Company. 1937
A plan is presented "whereby the circus becomes recreational and educational." The following points about school circuses are discussed: purpose, kinds, how to be successful, stunts and suggestions. Included in the book is a bibliography of books of value in circus planning.

640 Tiegs, Ernest W.
The Management of Learning in the Elementary Schools. Longmans, Green and Company. 1938
Contents are organized in two parts: Part I, on philosophy and theory; Part II, on the curriculum in action. Included is a general discussion of objectives, procedures, activities, and units of work in elementary education; and the application of these to specific subject matter.

641 Waddell, Charles W., and others
Major Units in the Social Studies. The John Day Company. 1932
The book gives an account of some of the work of an activity school used for teacher training. It gives detailed accounts of three units: A Study of Chinese Life (4th Grade), A Study of Colonial Life (5th Grade), and A Study of Aeronautics (6th Grade).

642 Wilson, Guy M., and others
Teaching the New Arithmetic: What to Teach; How to Teach It. Provision for Professional Growth. McGraw-Hill Book Company. 1939
The extended title indicates character and scope of this book. Chapters XXII to XXVIII inclusive stress "Problem Units for different grades" and "Appreciation Units."

643 Wrightstone, J. Wayne
Appraisal of Newer Elementary School Practices. Bureau of Publications, Teachers College, Columbia University. 1938

The author gives an appraisal of the relative achievement of conventional and experimental elementary schools in attaining six cardinal objectives: to develop desirable social attitudes, to cultivate critical thinking, to build physical and mental health, to develop mastery of basic integrating skills and knowledges, to devote attention to individual aptitudes, and to develop an appreciation of worth-while activities.

644 Zyve, Claire T. and the Staff of the Fox Meadow School
Willingly to School. Scott, Foresman & Company. 1934

This book discusses some of the activities of a modern public elementary school. It is profusely illustrated with pictures of the pupils at work.

TEACHERS' LESSON UNIT SERIES

NUMBERED 700 TO 802

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Teachers' Lesson Unit Series. All grades. This series of lesson units is edited by Professor McCall of Teachers College, Columbia University. These units are prepared by teachers throughout this country. Each unit is presented in a printed monograph of from 25 to 50 pages. Space is not taken here to list the titles of these hundred and more lesson units. However, all of the titles from number 1 in 1931 to the close of 1939 appear in this catalog. For example, number 1, "Transportation" appears under that subject title, with code number 701.

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